

HAMPTON ELEMENTARY

PO Box 687
Hampton, SC 29924

GRADES 3-6 Elementary School

ENROLLMENT 450 Students

PRINCIPAL Eric D. Robinson 803-943-3251

SUPERINTENDENT Dr. Terry O. Pruitt 803-943-4576

BOARD CHAIR Mr. Eugene Jenkins, Jr. 803-943-0547

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 7 | 51 | 43 | 0 | 0 |

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Average | N/A |
| 2002 | Average | Average | N/A |
| 2003 | Average | Unsatisfactory | No |
| 2004 | Average | Average | No |

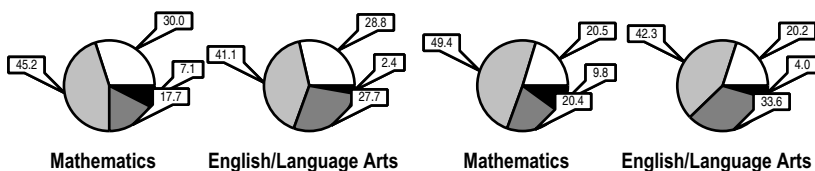
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

82.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|---|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 444 | 98.7 | 28.0 | 41.6 | 28.0 | 2.4 | 42.3 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 230 | 98.3 | 34.9 | 39.5 | 24.7 | 0.9 | 34.9 | | |
| Female | 214 | 99.1 | 20.7 | 43.8 | 31.5 | 3.9 | 50.2 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 208 | 98.1 | 18.9 | 41.3 | 34.7 | 5.1 | 53.6 | Yes | Yes |
| African-American | 230 | 99.1 | 36.4 | 42.4 | 21.2 | 0.0 | 31.3 | Yes | Yes |
| Asian/Pacific Islanders | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 386 | 99.5 | 21.7 | 44.3 | 31.3 | 2.7 | 47.3 | | |
| Disabled | 58 | 93.1 | 74.0 | 22.0 | 4.0 | 0.0 | 6.0 | No | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 444 | 98.7 | 28.0 | 41.6 | 28.0 | 2.4 | 42.3 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 443 | 98.7 | 28.0 | 41.6 | 28.0 | 2.4 | 42.3 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 290 | 99.0 | 33.5 | 45.4 | 20.4 | 0.7 | 33.8 | Yes | Yes |
| Full-pay meals | 154 | 98.1 | 18.1 | 34.9 | 41.6 | 5.4 | 57.7 | | |

| | | | | | | | | | |
|---|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 444 | 100.0 | 30.0 | 45.2 | 17.7 | 7.1 | 38.3 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 230 | 100.0 | 34.9 | 42.2 | 15.1 | 7.8 | 37.6 | | |
| Female | 214 | 100.0 | 24.9 | 48.3 | 20.5 | 6.3 | 39.0 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 208 | 100.0 | 17.5 | 43.5 | 25.0 | 14.0 | 54.5 | Yes | Yes |
| African-American | 230 | 100.0 | 41.7 | 46.3 | 11.0 | 0.9 | 23.9 | Yes | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 386 | 100.0 | 25.1 | 47.8 | 18.9 | 8.1 | 40.5 | | |
| Disabled | 58 | 100.0 | 64.2 | 26.4 | 9.4 | 0.0 | 22.6 | Yes | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 444 | 100.0 | 30.0 | 45.2 | 17.7 | 7.1 | 38.3 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 443 | 100.0 | 30.0 | 45.2 | 17.7 | 7.1 | 38.3 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 290 | 100.0 | 35.4 | 48.7 | 12.9 | 3.0 | 28.4 | Yes | Yes |
| Full-pay meals | 154 | 100.0 | 20.4 | 38.8 | 26.3 | 14.5 | 55.9 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 62 | 96.8 | 16.7 | 40.7 | 40.7 | 1.9 | 42.6 |
| | Grade 4 | 68 | 98.5 | 31.7 | 41.3 | 27.0 | N/A | 27.0 |
| | Grade 5 | 184 | 99.5 | 37.8 | 45.3 | 16.3 | 0.6 | 16.9 |
| | Grade 6 | 178 | 98.9 | 33.3 | 40.1 | 22.2 | 4.3 | 26.5 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 54 | 98.2 | 13.2 | 32.1 | 52.8 | 1.9 | 54.7 |
| | Grade 4 | 64 | 100.0 | 32.8 | 50.0 | 15.6 | 1.6 | 17.2 |
| | Grade 5 | 151 | 97.4 | 29.9 | 46.3 | 21.8 | 2.0 | 23.8 |
| | Grade 6 | 175 | 99.4 | 31.6 | 37.9 | 27.6 | 2.9 | 30.5 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 62 | 100.0 | 32.1 | 57.1 | 8.9 | 1.8 | 10.7 |
| | Grade 4 | 68 | 100.0 | 21.9 | 53.1 | 18.8 | 6.3 | 25.0 |
| | Grade 5 | 184 | 100.0 | 39.3 | 48.6 | 8.1 | 4.0 | 12.1 |
| | Grade 6 | 178 | 99.4 | 32.9 | 44.7 | 16.1 | 6.2 | 22.4 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 54 | 100.0 | 42.6 | 40.7 | 14.8 | 1.9 | 16.7 |
| | Grade 4 | 64 | 100.0 | 29.7 | 56.3 | 14.1 | N/A | 14.1 |
| | Grade 5 | 151 | 100.0 | 33.8 | 41.7 | 18.5 | 6.0 | 24.5 |
| | Grade 6 | 175 | 100.0 | 25.7 | 45.1 | 17.7 | 11.4 | 29.1 |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 450) | | | | |
| First graders who attended full-day kindergarten | N/R | N/C | 100.0% | 100.0% |
| Retention rate | 0.9% | Down from 2.4% | 3.0% | 2.7% |
| Attendance rate | 96.4% | Up from 96.0% | 96.3% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 4.8% | | 5.7% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 4.5% | | 4.1% | 3.5% |
| Eligible for gifted and talented | 8.8% | Up from 8.2% | 13.6% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 9.7% | Down from 12.2% | 9.6% | 8.2% |
| Older than usual for grade | 2.9% | Down from 5.1% | 0.9% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.4% | Down from 0.6% | 0.0% | 0.0% |

| | | | | |
|---|----------|------------------|-----------|-----------|
| Teachers (n= 31) | | | | |
| Teachers with advanced degrees | 35.5% | Up from 33.3% | 50.0% | 51.4% |
| Continuing contract teachers | 90.3% | Down from 97.0% | 89.5% | 87.5% |
| Highly qualified teachers** | 92.9% | N/A | 95.1% | 95.0% |
| Teachers with emergency or provisional certificates | 0.0% | | 0.0% | 0.0% |
| Teachers returning from previous year | 83.5% | Up from 82.9% | 86.7% | 86.7% |
| Teacher attendance rate | 96.5% | Up from 92.4% | 94.7% | 94.9% |
| Average teacher salary | \$40,760 | Up 3.9% | \$40,260 | \$40,760 |
| Prof. development days/teacher | 9.3 days | Up from 6.1 days | 12.5 days | 12.4 days |

| | | | | |
|---|---------------|-------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 21.8 to 1 | Up from 21.1 to 1 | 19.0 to 1 | 18.9 to 1 |
| Prime instructional time | 92.5% | Up from 87.8% | 89.7% | 90.0% |
| Dollars spent per pupil* | \$5,160 | Down 8.1% | \$5,782 | \$6,044 |
| Percent of expenditures for teacher salaries* | 68.0% | Down from 68.3% | 66.0% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 58.1% | Up from 40.2% | 99.0% | 99.0% |
| SACS accreditation | No | Down from Yes | Yes | Yes |
| Character development program | Below Average | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | N/A | 92.0% |
| Highly qualified teachers in high poverty schools** | 100.0% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

It is our mission at Hampton Elementary to prepare our students to progress successfully through higher levels of education. We realize that today's students are very different from the students of the past few years. Each new school year brings greater challenges. In order to deal with these challenges, our teachers and administrators have adopted new strategies and practices to guide student learning.

Hampton Elementary students are exposed to a wide variety of activities and curriculum to provide a diverse education. Lessons from the state standards are reinforced or introduced with software in our Technology and Learning Lab. The computer lab also provides students the opportunity to research and display their work through creative media such as PowerPoint. Students with academic assistance plans are provided remediation periods throughout the day and are eligible to attend an after-school program dedicated to improving PACT performance.

Throughout the year many of our students were recognized for various awards and honors. Several students competed at the Regional SRSA Science Fair, with two 5th grade students receiving honors. Hampton Elementary also produced the district's winner in the Lt. Governor's Writing Contest. Our music department continues to produce outstanding musicians as several 6th grade band students participated in the Edisto Band Conference and performed several concerts for the community. Many of our band students auditioned and were selected for our award winning high school marching band this spring.

Despite the loss of teachers due to budget deficits, our faculty continues to provide students with a quality education. Whether in the arts or academics, we encourage all students to excel. We believe as a school family that every child is unique and important. We have become the extended family to many of our children. Whether it is staying a few minutes after school to tutor or attending a concert at night, we go the extra mile to support our children. Having a dedicated and experienced staff has made these difficult times in education much easier for students. We extend our heartfelt thanks to the parents and community who have supported the administration and teachers of Hampton Elementary. We look forward to the upcoming year and the chance to fulfill our goal of every child succeeding.

Eric Robinson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 30 | 156 | 116 |
| Percent satisfied with learning environment | 82.8% | 72.1% | 74.8% |
| Percent satisfied with social and physical environment | 75.9% | 77.3% | 73.7% |
| Percent satisfied with home-school relations | 53.3% | 83.1% | 61.8% |

*Only students at the highest elementary school grade level at this school and their parents were included.